**MINISTRY OF PUBLIC EDUCATION**

 **TECHNICAL EDUCATION DEPARTMENT**

 **TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure: “English for Tourism”**

**12 th grade**

**STUDENT:**

**DATE AND PLACE:**

**GENERAL INFORMATION**

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| STUDENT`S NAME: |  |
| PROGRAM: |  |
| LEVEL: X ( ) XI ( ) XII ( ) |  |
| Birth date: |  |
| Address:  |  |
| Phone #: |  |
| E- mail: |  |

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| **SUB -AREA:** English for Tourism |
| **Study Unit 1:** Hotel Services  |
|  **Purpose 1:** Restaurant, services and others. |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Communicate with customers to confirm specifications and requirements. | Copying with language spoken at normal speed with some interference. |  |  |  |  |  |
| Understanding ideas and information in the text through proving inferences.  |  |  |  |  |  |
| Compare and contrast standards to determine appropriate dispositions. | Summarizing the gist of short messages. |  |  |  |  |  |
| Responding to messages and dialogues with appropriate information. |  |  |  |  |  |
| Summarize information to provide alternatives to clients. | Getting the gist of information. |  |  |  |  |  |
| Reading for specific details. |  |  |  |  |  |
| Understanding conceptual meaning. |  |  |  |  |  |
| Confirm actions taken. | Producing pieces of writing) letters of information descriptions, and others. |  |  |  |  |  |
| **Student´s name and signature:** | **Date** |
| **Teacher´s name and signature:** |
| **Parent`s name and signature:** |

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| **SUB -AREA:** English for Tourism |
| **Study Unit 1:** Hotel Services |
| **Purpose 2:** Entertainment/Sports |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Know the work place background to suggest actions. | Identifying details, facts and other specifications. |  |  | . |  |  |
| Drawing conclusions. |  |  |  |  |  |
| Keep a pleasant attitude when dealing with customers/clients. | Interviewing people to collect information. |  |  |  |  |  |
| Offering advice. |  |  |  |  |  |
| Understand complains, compliments, and others. and provide the right answer. | Transcoding information to diagram display. |  |  |  |  |  |
| Identifying details, facts and other specifications. |  |  |  |  |  |
| Follows instructions to complete a task, procedure, and to reach a final product. | Transcoding information to diagram display. |  |  |  |  |  |
| Describe places, events, objects, textures, mixtures, causes and effects, and others. | Producing coherent pieces of writing to promote facilities offered. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism |
| **Study Unit 1:** Hotel Services |
| **Purpose 3:** Conferences, meetings and exhibitions |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Summarize information to provide alternatives to clients. | Listen to get specific information. |  |  |  |  |  |
| Choose a variety of possible alternatives to suit a demand. | Selecting information to complete a task. |  |  |  |  |  |
| Completing forms to select details. |  |  |  |  |  |
| Understand the situation and workplace background to solve problems. | Describing the different rooms and types of conferences facilities. |  |  |  |  |  |
| Comparing facilities among different possibilities. |  |  |  |  |  |
| Confirms actions taken. | Selecting information to complete a task. |  |  |  |  |  |
| Understand the real situation and other services/alternatives. | Producing pieces of coherent writing. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism |
| **Study Unit 2:** Hotel Services |
| **Purpose 1 :** Taking orders by phone,/ Food express/ Room Service |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Listen carefully to give the appropriate response by phone. | Understand different types of phone conversations. |  |  |  |  |  |
| Identifying speaker’s specifications, requests, and others. by listening to phone conversations carefully. |  |  |  |  |  |
| Identifying the purpose of a call. |  |  |  |  |  |
| Interpret and clarify expectations prepared by others. | Responding to requests with the appropriate expressions. |  |  |  |  |  |
| Asking for repetition normally. |  |  |  |  |  |
| Perform communication during working hours / at school. | Confirming an order, price, address, room number, and others.pronunciation. |  |  |  |  |  |
| Speaking with intelligible |  |  |  |  |  |
| Communicate with customers to confirm specifications and requests. | Selecting the appropriate information from menus to respond to an order / request. |  |  |  |  |  |
| Analyze and troubleshoot process related to problems. | Completing paper and digital forms.Spelling addresses, numbers, names and other expressions. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism |
| **Study Unit 2 :** Taking orders |
| **Purpose 2:** Taking orders at restaurants |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Perform factual communication to start, keep and end up a conversation. | Identifying the purpose of short messages. |  |  |  |  |  |
| Understanding a variety of registers. |  |  |  |  |  |
| Choose a variety of possible alternatives to suit a demand. | Giving suggestion, alternatives, and others. |  |  |  |  |  |
| Communicate with peers/customers to confirm specifications and requirements. | Responding to messages and dialogues in short situations in context. |  |  |  |  |  |
| Reviews procedures, work instructions and makes recommendations. | Understanding short factual expressions. |  |  |  |  |  |
| Communication to start a conversation. | Completing written forms to record expressions. |  |  |  |  |  |
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| **Parent`s name and signature:** |
| **SUB -AREA:** English for Tourism |
| **Study Unit 2:** Pollution |
| **Purpose 3:** Call Centers. |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Listen carefully to provide the best solution to a problem. | Identifying the purpose of short messages. |  |  |  |  |  |
| Copying with language spoken at normal speed with some interference. |  |  |  |  |  |
| Confirm actions taken. | Making suggestions. |  |  |  |  |  |
| Negotiate meaning with peers/customers to complete a task. | Speaking with intelligible pronunciation and intonation. |  |  |  |  |  |
| Making themselves understood with little or no difficulty. |  |  |  |  |  |
| Use variety communication exchanges to solve a problem. | Offering advice. |  |  |  |  |  |
| Handle language varieties to complete a task successfully when dealing with customers. | Selecting the appropriate information from catalogues, manual, brochures, digital papers, and others. to respond to a request. |  |  |  |  |  |
| Completing paper and digital forms. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism |
| **Study Unit 3: Biodiversity** |
| **Purpose 1** **: Ecosystems, habitats, flora and fauna** |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Describe places, animals, events, flora, causes and effects. | Drawing inferences. |  |  |  |  |  |
| Identifying the purpose. |  |  |  |  |  |
| Understanding ideas and information in the text through making inferences. |  |  |  |  |  |
| Compare and contrast standards to determine appropriate dispositions. | Discussing alternative possibilities and their consequences. |  |  |  |  |  |
| Speaking with intelligible pronunciation and intonation. |  |  |  |  |  |
| Formulating propositions and doubts and answering questions. |  |  |  |  |  |
| Use variety communication to solve a problem. | Understanding conceptual meaning. |  |  |  |  |  |
| Selecting written material that is appropriate to their competence to read |  |  |  |  |  |
| Choose a variety of possible alternatives to suit a demand/a complaint/an inquiry. | Producing pieces of writing of various lengths on descriptions about safe alternatives, classification, instructions, naming, and others. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism |
| **Study Unit 3: Biodiversity** |
| **Purpose 2** **: Conservation areas: national parks, refugees, and others.** |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Be able to transfer information to different forms. | Noting key items or interpreting the gist in messages, descriptions and other aural texts. |  |  |  |  |  |
| Identifying the purpose of short messages. |  |  |  |  |  |
| Talk about similarities and differences of something: a procedure, a place, and others. | Discussing classifications, weather conditions, and others. |  |  |  |  |  |
| Reporting information gathered from a video, documentary, and others. |  |  |  |  |  |
| Describe places, events, objects, textures, mixtures, causes and effects, and others. | Understanding a variety of types of written material for personal interest and for information. |  |  |  |  |  |
| Describe climate conditions, classifications, and others, of Conservation Areas. | Developing contexts of what they have read, seen, heard |  |  |  |  |  |
| Writing reports. |  |  |  |  |  |
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| **SUB -AREA:** English for Tourism |
| **Study Unit 3: Biodiversity** |
| **Purpose** 3**: General Costa Rican History** |
| **Linguistic Competencies** | **Evidence** | **Achieved** | **Strategies to improve and Observations** |  **Competent** |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Describe events, causes and effects. | Drawing conclusions from and identifying the relationship between ideas with the text. |  |  |  |  |  |
| Produce clear pieces of speech to be understood by others. | Identifying facts, news and information from the radio or TV, magazines, books. |  |  |  |  |  |
| Agree or disagree. | Speaking with intelligible pronunciation and intonation. |  |  |  |  |  |
| Define situations, facts, and others. | Reporting information gathered from a text or a discussion. |  |  |  |  |  |
| Ask for opinions, preferences, and desires. | Expressing opinions. |  |  |  |  |  |
| Clarify and restate information as needed. | Producing longer sequences in which spelling and grammar are generally accurate. |  |  |  |  |  |
|  | Editing and redrafting their work. |  |  |  |  |  |
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